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Professor O’Connor-Petrusso

Annotated Bibliography

Wiki # 5

11. . Andersen, M., Bonfiglio, C. M., Daly III, E. J., & Persampieri, M. (2006). An experimental analysis of the effects of reading interventions in a small group reading instruction context. *Journal of Behavioral Education, 15*(2), 93-109.

This study examines the validity of several different combinations of intervention in the context of small group reading instruction. The intervention combinations consisted of acquisition, fluency, and motivational components. The researchers’ goal was to find the combination of intervention that would produce an increased in oral reading fluency for all students in the shortest period of time. Instruction sessions were conducted with fourth grades in the same elementary school. Results indicated that in general all participants increased in their oral reading fluency and some nearly doubled in their reading fluency rates.

12. Breier, J. I., Fletcher, J. M., & Foorman, B. R. (2003). Interventions aimed at improving reading success: An evidence-based approach. *Developmental Neuropsychology, 24(*2&3), 613-639.

Researchers believe that effective reading instruction is a critical element for student success. In this article researchers seek the most effective form of reading intervention for at risk children. They study the different types of reading intervention implemented by other researchers’ to determine the most effective intervention approaches.

13. MacPhee, K., Rashotte, C. A., & Torgesen, J. K. (2001). The effectiveness of a group reading instruction program with poor readers in multiple grades. *Learning Disability Quarterly, 24*(2), 119-134.

116 students from a low socioeconomic area were selected as participates in this study. Students were selected to participate based on poor phonemic awareness and poor reading skills and were then put into one of two groups. One group received small group intervention for eight weeks while the other control group did not receive the intervention. Results support the evidence that small group instruction benefit students and can be used as an alternate approach for struggling readers.

14. Kendall, J. (2006). Small group instruction for English language learners. *Principal Leadership 6*(6), 28-31.

This article discusses the power of teaching English language learners through small group instruction. The author points out the many benefits of teaching reading to small groups of children. She defines small group instruction and explains how various stages of language acquisition require tailored instruction. Small group instruction offers students the opportunity to feel safe and comfortable to speak and express themselves. Several rationales are discussed as well as various ways of integrating small group instruction into everyday classroom environments.

15. Kuhn, M. (2004). Helping students become accurate, expressive readers: Fluency instruction for small groups. *The Reading Teacher, 58*(4), 338-344.

An important factor of small group reading instruction is the repeated reading approach that improves fluency. The researcher’s goal in the study is to determine whether or not repeatedly reading a text leads to significant growth in reading fluency. Three different conditions were established for the small group intervention. Results indicated that flexible grouping provides effective reading fluency.